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ABSTRACT

This book addresses the educational needs of children who are pervasively developmentally delayed (PDD), especially those exposed to drugs prenatally and those with Fetal Alcohol Syndrome, autism, hyperactivity, Aspberger Syndrome, other heath impairments, attention deficit disorder, and childhood aphasia. The first chapter recommends the use of the PDD Characteristics Checklist, the Communication/Behavior Prompts Form, and the Developmental Ages Checklist to identify specific target skills and behaviors. The second chapter offers guidance on organizing the classroom including the "quiet chair;" classroom arrangement; instructional materials; use of learning centers; and suggested books, screening instruments, and augmentative communication systems. Classroom management techniques are discussed in the third chapter and include getting control; getting the child to sit down, stay down, and develop on-task behavior; remediating visual/tactile and auditory ultrasensitivity; dealing with aggression; intervening with self-stimulating behaviors; and managing inappropriate behaviors. The fourth chapter considers basics of language acquisition, alternative forms of communication, and the importance of communication skills to socialization. Some useful examples of sign language are illustrated. Sensory development activities are suggested in the fifth chapter. Chapter 6 offers suggestions for working with parents and chapter 7 offers some specific successful techniques in changing behaviors. Sample forms are attached. (40 references) (DB)

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